



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1076 North Road 1 West, Chino Valley, AZ 86323

Chino Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Harold O. Tenney
Schedule : 08:00 AM to 04:00 PM
Grades : 6-8
Web Address : www.cvsd.k12.az.us
Phone Number : (928) 636-4464
Fax Number : (928) 636-6214
E-mail : htenney@cvsd.k12.az.us

Mission

Mission Statement. Students Can Learn Better: When showing concern and respect for self others and school environment. When being taught with a relevant and aligned curriculum. When being provided with appropriate opportunity to achieve mastery.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will show concern and respect for self, others and the school environment.
- ü Students will be taught a relevant and aligned curriculum.

Enrollment

October 1, 2005 School Year Student Enrollment : 678
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 2

Instructional Programs

- Ü Interdisciplinary Teams
- Ü Skills via Exploration
- Ü Flexible Scheduling
- Ü Daily Physical Exercise

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Our primary goals relative to this are to provide a safe and secure environment for students; to teach children the skills found within the Arizona Academic Standards and to maintain regular communications with parents.

Parents

We believe that the potential for student success is increased substantially when parents communicate daily with their child regarding school work, assist their child with homework, and make regular contact with their child's teachers.

Transportation Policy

The Chino Valley School District transportation system supplies pick-up for students before and after school, as well as an afterschool activity bus and special education transportation. Buses are also used for academic/athletic field trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 2 Channel 3 Silver Apple Recipients in 2001 and 2002	2002
Ü Band Recognition via State Fair & ASA Supt's Conference	2005
Ü State Presidential Fitness Champs ten out of 14 Years	2006
Ü National Wildlife Federation School Yard Habitat Site	2002

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	223	223	79327	96	96	98	520	520	518	11	11	19	23	23	20	55	55	46	11	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	117	38961	98	98	98	519	519	520	13	13	16	23	23	20	52	52	48	12	12	16
Male	106	106	40295	94	94	97	521	521	516	8	8	21	24	24	19	58	58	44	9	9	16
African American	NC	NC	4247	NC	NC	98	NC	NC	499	NC	NC	27	NC	NC	24	NC	NC	41	NC	NC	8
Hispanic	49	49	32327	92	92	98	515	515	499	10	10	27	29	29	25	53	53	41	8	8	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	--	--	4391	--	--	96	--	--	489	--	--	32	--	--	27	--	--	36	--	--	4
White	171	171	36373	98	98	98	522	522	538	11	11	10	21	21	14	56	56	52	12	12	25
Students with Disabilities	19	19	9321	66	66	87	467	467	467	47	47	54	32	32	22	21	21	21	NA	NA	3
Students without Disabilities	204	204	70006	100	100	100	524	524	524	7	7	14	23	23	19	58	58	49	12	12	18
Limited English Proficient Students	10	10	9431	100	100	95	NA	NA	466	NA	NA	53	NA	NA	27	NA	NA	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	109	109	37097	94	94	97	511	511	498	15	15	27	24	24	25	55	55	41	6	6	7
Non-Economically Disadvantaged	114	114	42230	97	97	99	529	529	535	7	7	11	23	23	15	55	55	50	15	15	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	223	223	79501	96	96	98	503	503	497	6	6	10	26	26	25	66	66	60	2	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	117	39062	98	98	99	505	505	502	7	7	8	23	23	23	68	68	64	2	2	5
Male	106	106	40368	94	94	98	502	502	491	6	6	13	28	28	27	63	63	57	3	3	3
African American	NC	NC	4279	NC	NC	99	NC	NC	485	NC	NC	14	NC	NC	30	NC	NC	54	NC	NC	2
Hispanic	49	49	32389	92	92	98	486	486	478	12	12	16	37	37	34	51	51	48	NA	NA	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	--	--	4401	--	--	96	--	--	473	--	--	17	--	--	40	--	--	43	--	--	1
White	171	171	36446	98	98	99	509	509	516	5	5	4	22	22	15	70	70	73	3	3	7
Students with Disabilities	19	19	9411	66	66	88	445	445	453	37	37	36	58	58	36	5	5	26	NA	NA	1
Students without Disabilities	204	204	70090	100	100	100	507	507	502	3	3	7	23	23	24	72	72	65	2	2	5
Limited English Proficient Students	10	10	9401	100	100	94	NA	NA	443	NA	NA	40	NA	NA	46	NA	NA	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	109	109	37183	94	94	97	491	491	479	9	9	16	34	34	34	56	56	49	1	1	1
Non-Economically Disadvantaged	114	114	42318	97	97	99	515	515	513	4	4	5	18	18	17	75	75	70	4	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	222	222	80000	95	95	99	577	577	564	3	3	3	6	6	11	80	80	75	11	11	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	117	39288	98	98	99	584	584	579	3	3	2	4	4	6	80	80	77	12	12	16
Male	105	105	40644	93	93	98	569	569	549	2	2	4	9	9	15	80	80	74	10	10	7
African American	NC	NC	4307	NC	NC	99	NC	NC	551	NC	NC	4	NC	NC	13	NC	NC	75	NC	NC	7
Hispanic	49	49	32672	92	92	99	578	578	548	NA	NA	4	2	2	14	92	92	76	6	6	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	--	--	4424	--	--	97	--	--	549	--	--	3	--	--	14	--	--	77	--	--	5
White	170	170	36602	97	97	99	576	576	579	4	4	2	8	8	7	77	77	75	12	12	16
Students with Disabilities	20	20	9919	69	69	93	508	508	505	20	20	9	35	35	35	45	45	54	NA	NA	2
Students without Disabilities	202	202	70081	99	99	100	581	581	571	1	1	2	3	3	7	84	84	79	12	12	12
Limited English Proficient Students	NC	NC	9571	NC	NC	96	NC	NC	502	NC	NC	10	NC	NC	29	NC	NC	60	NC	NC	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	107	107	37534	92	92	98	568	568	547	4	4	4	7	7	15	79	79	76	9	9	5
Non-Economically Disadvantaged	115	115	42466	98	98	100	585	585	578	2	2	2	5	5	7	81	81	75	12	12	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	222	222	78546	92	92	97	552	552	543	2	2	15	16	16	18	72	72	52	10	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	109	109	38645	96	96	98	555	555	545	2	2	13	18	18	18	67	67	54	13	13	15
Male	113	113	39792	89	89	97	549	549	542	3	3	17	14	14	17	76	76	50	7	7	15
African American	NC	NC	4205	NC	NC	97	NC	NC	524	NC	NC	22	NC	NC	22	NC	NC	49	NC	NC	7
Hispanic	45	45	31177	98	98	97	535	535	524	9	9	22	20	20	23	67	67	48	4	4	7
Asian/Pacific Islander	--	--	1940	--	--	99	--	--	580	--	--	5	--	--	9	--	--	53	--	--	33
American Indian/Alaskan Native	NC	NC	4689	NC	NC	95	NC	NC	515	NC	NC	28	NC	NC	25	NC	NC	43	NC	NC	4
White	167	167	36450	91	91	97	556	556	563	1	1	7	15	15	12	73	73	57	11	11	23
Students with Disabilities	10	10	8093	36	36	82	NA	NA	489	NA	NA	50	NA	NA	24	NA	NA	23	NA	NA	2
Students without Disabilities	212	212	70453	100	100	100	552	552	549	2	2	11	16	16	17	72	72	56	10	10	16
Limited English Proficient Students	NC	NC	9323	NC	NC	94	NC	NC	491	NC	NC	47	NC	NC	28	NC	NC	24	NC	NC	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	112	112	34694	90	90	96	542	542	524	4	4	23	21	21	23	71	71	48	4	4	7
Non-Economically Disadvantaged	110	110	43852	94	94	99	562	562	559	1	1	10	12	12	13	72	72	56	15	15	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	233	233	79045	97	97	98	525	525	512	4	4	10	17	17	25	71	71	58	7	7	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	113	38860	99	99	98	534	534	519	4	4	7	12	12	22	71	71	62	13	13	8
Male	120	120	40075	94	94	97	517	517	505	5	5	12	22	22	28	72	72	54	2	2	6
African American	NC	NC	4250	NC	NC	98	NC	NC	500	NC	NC	12	NC	NC	31	NC	NC	54	NC	NC	3
Hispanic	46	46	31314	100	100	98	506	506	493	7	7	16	30	30	34	59	59	48	4	4	2
Asian/Pacific Islander	--	--	1949	--	--	99	--	--	536	--	--	4	--	--	15	--	--	66	--	--	15
American Indian/Alaskan Native	NC	NC	4719	NC	NC	96	NC	NC	489	NC	NC	15	NC	NC	39	NC	NC	45	NC	NC	2
White	176	176	36730	96	96	98	531	531	532	3	3	4	15	15	16	74	74	68	8	8	12
Students with Disabilities	21	21	8552	75	75	87	476	476	463	29	29	35	33	33	40	38	38	23	NA	NA	1
Students without Disabilities	212	212	70493	100	100	100	530	530	517	2	2	7	16	16	24	75	75	62	8	8	8
Limited English Proficient Students	NC	NC	9355	NC	NC	95	NC	NC	456	NC	NC	37	NC	NC	48	NC	NC	15	NC	NC	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	120	120	34922	97	97	96	512	512	493	6	6	15	23	23	34	70	70	48	2	2	3
Non-Economically Disadvantaged	113	113	44123	97	97	99	539	539	527	3	3	6	12	12	18	73	73	66	13	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	241	241	79657	100	100	99	574	574	566	1	1	3	5	5	8	93	93	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	113	39120	99	99	99	587	587	580	1	1	2	2	2	4	97	97	92	NA	NA	2
Male	127	127	40423	100	100	98	563	563	553	1	1	5	9	9	12	91	91	83	NA	NA	1
African American	NC	NC	4290	NC	NC	99	NC	NC	560	NC	NC	4	NC	NC	9	NC	NC	86	NC	NC	1
Hispanic	47	47	31642	100	100	99	563	563	552	6	6	5	4	4	11	89	89	84	NA	NA	0
Asian/Pacific Islander	--	--	1948	--	--	99	--	--	589	--	--	1	--	--	3	--	--	91	--	--	4
American Indian/Alaskan Native	NC	NC	4760	NC	NC	97	NC	NC	547	NC	NC	5	NC	NC	14	NC	NC	81	NC	NC	0
White	183	183	36929	100	100	99	578	578	579	NA	NA	2	5	5	5	95	95	91	NA	NA	2
Students with Disabilities	29	29	9069	100	100	92	521	521	508	3	3	11	28	28	30	69	69	58	NA	NA	1
Students without Disabilities	212	212	70588	100	100	100	581	581	573	1	1	2	2	2	5	97	97	91	NA	NA	1
Limited English Proficient Students	NC	NC	9521	NC	NC	96	NC	NC	507	NC	NC	13	NC	NC	24	NC	NC	63	NC	NC	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	123	123	35341	99	99	97	568	568	551	1	1	5	7	7	12	92	92	83	NA	NA	0
Non-Economically Disadvantaged	118	118	44316	100	100	100	579	579	578	2	2	2	3	3	5	95	95	90	NA	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	235	236	78400	98	98	97	548	548	554	22	22	21	23	23	19	45	45	47	10	10	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	118	38686	100	100	98	548	548	554	25	25	20	21	21	20	46	46	49	8	8	12
Male	117	118	39636	96	97	96	548	548	554	19	19	23	26	25	18	44	45	46	11	11	13
African American	NC	NC	4193	NC	NC	97	NC	NC	533	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	5
Hispanic	47	47	30732	100	100	97	520	520	534	40	40	31	32	32	24	23	23	40	4	4	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	NC	4536	NC	NC	95	NC	NC	528	NC	NC	35	NC	NC	25	NC	NC	37	NC	NC	4
White	183	184	37038	97	98	97	554	554	575	17	17	11	21	21	14	52	52	56	10	10	19
Students with Disabilities	30	31	7840	88	91	81	487	487	498	67	65	60	20	19	18	13	16	20	NA	NA	2
Students without Disabilities	205	205	70560	100	100	99	556	556	560	15	15	17	24	24	19	50	50	50	11	11	14
Limited English Proficient Students	12	12	8956	100	100	95	475	475	502	100	100	56	NA	NA	25	NA	NA	18	NA	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	122	122	33014	96	96	95	539	539	534	28	28	31	26	26	24	37	37	40	9	9	5
Non-Economically Disadvantaged	113	114	45386	100	100	99	557	557	569	15	15	15	20	20	15	54	54	52	11	11	18

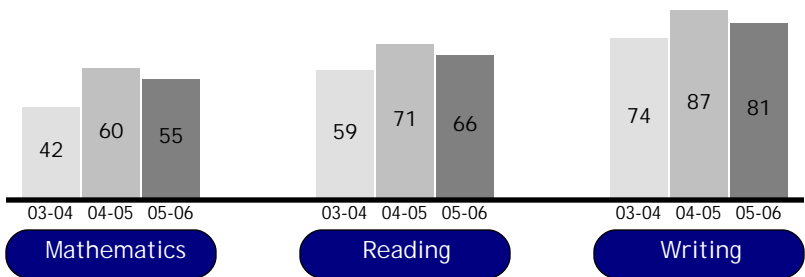
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	237	238	79179	99	99	98	524	524	519	10	10	11	23	23	27	60	61	58	6	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	117	117	38974	99	99	99	527	527	524	9	9	8	23	23	25	58	58	61	9	9	5
Male	120	121	40124	98	99	97	521	521	513	11	11	13	23	23	28	63	63	54	3	3	4
African American	NC	NC	4243	NC	NC	98	NC	NC	506	NC	NC	14	NC	NC	32	NC	NC	51	NC	NC	3
Hispanic	47	47	30987	100	100	98	496	496	498	17	17	17	38	38	36	40	40	45	4	4	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	NC	4573	NC	NC	96	NC	NC	494	NC	NC	16	NC	NC	41	NC	NC	42	NC	NC	1
White	185	186	37467	98	99	98	531	531	539	8	8	5	19	19	17	65	66	70	7	7	8
Students with Disabilities	32	33	8567	94	97	88	466	466	467	41	39	39	31	30	38	28	30	22	NA	NA	1
Students without Disabilities	205	205	70612	100	100	99	532	532	524	5	5	7	22	22	25	65	65	62	7	7	5
Limited English Proficient Students	12	12	9013	100	100	95	443	443	461	58	58	40	42	42	48	NA	NA	12	NA	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	125	125	33345	98	98	96	512	512	499	14	14	17	29	29	36	52	52	46	6	6	1
Non-Economically Disadvantaged	112	113	45834	99	100	99	538	538	533	6	6	7	17	17	19	70	70	67	7	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	238	239	79734	99	100	99	564	564	554	5	5	3	14	14	19	81	81	78	0	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	118	118	39243	100	100	99	575	575	568	3	3	2	12	12	12	85	85	85	NA	NA	1
Male	120	121	40413	98	99	98	553	553	541	6	6	4	17	17	26	77	77	70	1	1	0
African American	NC	NC	4285	NC	NC	99	NC	NC	548	NC	NC	3	NC	NC	22	NC	NC	74	NC	NC	0
Hispanic	47	47	31254	100	100	99	542	542	539	6	6	5	26	26	25	68	68	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	NC	4613	NC	NC	97	NC	NC	535	NC	NC	4	NC	NC	29	NC	NC	67	NC	NC	0
White	186	187	37668	99	99	99	570	570	569	4	4	1	12	12	13	84	84	85	1	1	1
Students with Disabilities	32	33	8943	94	97	92	478	478	495	25	24	11	47	45	51	28	30	38	NA	NA	1
Students without Disabilities	206	206	70791	100	100	100	576	576	561	1	1	2	9	9	15	89	89	83	0	0	0
Limited English Proficient Students	12	12	9138	100	100	97	466	466	492	25	25	13	58	58	46	17	17	40	NA	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	126	126	33718	99	99	97	553	553	538	7	7	5	16	16	26	77	77	69	NA	NA	0
Non-Economically Disadvantaged	112	113	46016	99	100	100	577	577	567	2	2	2	13	12	14	85	85	84	1	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	96	69	NA	56	99	52	52	51	93	61	61	56
	Language	100	53	53	48	99	48	48	47	94	56	56	50
	Mathematics	99	74	74	66	99	54	54	52	93	61	61	58
7	Reading	98	57	NA	54	98	56	56	50	96	63	63	54
	Language	99	51	51	58	98	55	55	52	99	63	63	58
	Mathematics	95	68	68	62	97	49	49	50	91	59	59	54
8	Reading	97	62	NA	55	99	56	56	51	97	63	63	58
	Language	97	62	62	52	99	53	53	50	98	54	54	56
	Mathematics	96	75	75	61	99	54	54	53	96	56	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Heritage Middle School

School Site Council

Council Composition

- 3 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Curriculum Development
- Ü School Safety Issues
- Ü Extracurricular Activities
- Ü Parent/Educator Relations
- Ü Community/School Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	37.00
Other Professional Staff	3.00	Teacher Aide	12.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	1	0	0
4 to 6 years	6	0	0	0
7 to 9 years	1	2	0	0
10 or more years	7	8	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	165
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Campus Designed for Middle School
- Ü Integrated Exploratory Building

Extracurricular Activities

- Ü Interscholastic Sports
- Ü Band/Choir Program
- Ü Drama/Speech Performances
- Ü Academic/Fine Arts Fairs

Social Services

- Ü GREAT Programs/School Resource Officer
- Ü Crisis Intervention
- Ü DES Services
- Ü Yavapai College Talent Search

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Aligned our language arts, mathematics, science and social studies curricula for grades six through eight with the Arizona Academic Standards.
- ü Grew from 'Performing' in 2003 to 'Highly Performing' in 2004 on LEARNS Label

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We provide a daily advisory program for all students to discuss appropriate behavior, safety rules and ways to resolve conflict, etc.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

15

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Harold O. Tenney	(928) 636-4464
Transportation Policy	Jeff Lambert	(928) 636-2305
Community Resources	Mary A. Bailey	(928) 636-4464
School Nutrition Programs	Beth Williams	(928) 636-7462
Parent Organization	Marie Somers	(928) 636-4464
Student Health/Nurse	Donna McBroom/Wendy Adams/Cheryl Dillenbeck	(928) 636-4464

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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